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STATUS OF CERTAIN SOCIAL STUDIES IN HIGH SCHOOLS

By

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STATUS OF CERTAIN SOCIAL STUDIES IN HIGH SCHOOLS.

CONTENTS.—I. General progress. II. Civics. III. Economics. IV. Sociology. V. Miscellaneous courses.
VI. Current events. VII. Conclusion.

A boy hurrying home from school about 5 o'clock was met by a man who stopped him, so the story goes, to inquire the cause of his late hours at school. He replied that he had been kept after school to learn civics. "What is that?" he was asked. "Oh, it is something in a book at school," he replied. "Do we have civics outside of school?" was the query. "I don't think so, Mister, unless I should take the book home, and you bet I won't do that," responded the boy.

Many teachers to-day do not remember with pleasure the courses in "civil government" which they were required to study in earlier days. Now, in the interests and activities of high-school students studying the newer type of civics and economics and the recently introduced subject of sociology, a marked contrast is to be observed. Students find in these subjects material of absorbing interest, and, best of all, they are discovering that "civics" exists "outside of school and outside of the textbook."

During late years an increasing number of leaders in high-school work have turned their attention to the development of the social studies. For the past five years there has been noticeable progress. In 1919 the Bureau of Education conducted a preliminary inquiry to discover the status, at that time, of the social studies in the curricula of the high schools of the United States; and in January, 1922, a more thorough inquiry was addressed to the 13,000 largest high schools of the country, including all the four-year high schools and some of the large two and three year schools. More than 6,600 reports were received. The important facts revealed by these reports are here set forth. They support the belief that encouraging progress has been made.

For many years the subject of civil government, or civics, has been taught in the elementary and high schools. Formerly, however, it dealt largely with the lifeless machinery of government. It described the legislative, judicial, and administrative functions of the municipality, the State, and the Federal Government; it was unre-

lated to the activities and problems of life; it was formal; it was uninspiring. When, later, economics was introduced into the high-school curriculum, this subject, too, had similar weaknesses. It dealt almost entirely with economic theory, covering briefly such subjects as wealth, value, price, capital, rent, money, interest, taxation, and banking.

Recently important changes have developed in the treatment of civics and economics. These courses in many schools now deal with the problems of poverty, crime, and disease as they are related to the state, to the family, and to industry; and they have been expanded, in some instances, to include a consideration of the anthropological and biological bases of our present intricate civilization. In addition, a new subject has been introduced—sociology—which deals wholly with the newer kind of subject matter.

In dealing with the reports of these 6,600 high schools a distinction will be made between these two types of social studies.

I. GENERAL PROGRESS.

The replies to the earlier inquiry showed that 95 per cent of the schools reporting offered courses in civics, but that a majority of these courses were of the old type, dealing primarily with the machinery of government. About 36 per cent of these schools were giving courses in economics. Schools teaching the modern type of civics, economics, or sociology, or a combination of such courses, comprised 48 per cent of the total number of schools reporting.

There were 6,624 schools replying to the questionnaire covering the school year 1921-22. The replies show in what respects progress has been made during the three years since the former investigation. Although, for some reason difficult to discover, there was a decrease from 95 to 88 per cent in the number of schools offering courses in civics, there was an increase of over 75 per cent in the number of schools teaching the modern type of civics, a slight increase in schools teaching economics, and a marked increase in schools offering courses in sociology. It is possible that the decrease in the number of schools giving courses in civics is due to the substitution of sociology and economics for this subject. The proportion of schools teaching one or more courses of the modern type of social science increased from 48 per cent in 1918-19 to 72 per cent in 1921-22. This increase is especially significant for the reason that, in the second study, it was necessary that a course, to be considered "modern," measure up to somewhat higher standards than those required in the first study. Increased attention to "current events" is also shown; this is not so encouraging, as will be discussed later. The following table shows the principal facts revealed by the two studies:

TABLE 1.—*Percentage of high schools answering questionnaires which offered various social studies for the years 1918-19 and 1921-22.*

Subjects.	1918-19 (5,054 schools reporting).	1921-22 (6,624 schools reporting).
	<i>Per cent.</i>	<i>Per cent.</i>
Civics.....	95	88
Modern civics.....	32	58
Economics.....	36	41
Modern economics.....		29
Sociology.....	5 to 8	25
Other social science courses.....		2
Schools teaching one or more modern courses.....	48	72
"Current events".....	70	86

One question asked was as follows: "Which of the above-named courses not taught now are you planning to introduce next semester or next year?" The answers suggest that the growth of the social studies in the secondary schools of the country will continue. A considerable number of schools not now teaching civics plan to do so "next semester or next year" (the last half of 1921-22 or during the school year 1922-23). Many more planned to introduce sociology. The number of schools not teaching the various social studies but planning to introduce them in the near future were as follows: Economics, 624; sociology, 575; civics, 276; "current events," 76; miscellaneous courses, 73.

It will be interesting to observe what proportions of all students enrolled at the time of the inquiry were studying the various social sciences. The following table sets forth this information:

TABLE 2.—*Relation of estimated¹ enrollments for various social studies for the year 1921-22 to total enrollment (1,183,058) in 6,624 high schools.*

Subjects.	Number of enroll- ments.	Percentage of total enrollment.
Civics.....	278,419	24
Modern civics.....	219,880	19
Economics.....	65,080	6
Modern economics.....	47,263	4
Sociology.....	37,541	3
Other social-science courses.....	4,916	1
"Current events".....	401,197	34

¹ Questionnaires were answered between January to June (inclusive), 1922; the estimated enrollments, therefore, are satisfactorily accurate.

The foregoing table, of course, does not show what proportion of students study the various enumerated subjects during their four years of high-school life. It merely gives the proportion so enrolled at a particular time. Presumably if 24 per cent of all students are enrolled at a given time in civics, a much larger proportion study the subject during one or more of the four years.

One of the questions bears directly on this matter: "Approximately what per cent of those students who enter your school take one or more of the above-named courses?"

Of over 5,545 schools answering, 2,809 indicate that 91 to 100 per cent of students entering take one or more of the social studies. In over 4,100 schools, more than half of the students entering study one or more of these courses.

The following question also was asked: "Approximately what per cent of those who are graduated take one or more of these subjects?"

Of the 5,572 schools answering this question, a still larger proportion, 4,674 of the 5,572, indicate that 91 to 100 per cent of those who are graduated study one or more of the social subjects, and 5,185 of the schools state that over half of those graduated study one or more of these courses.

If a larger proportion of the schools reporting were offering the modern type of social-science course, these figures would represent a more encouraging situation.

It has been observed that some parts of the country are more progressive in the development of social sciences than others. The following table will be of interest in this connection:

TABLE 3.—*Per cent of schools replying which offer one or more social studies of the modern type, by sections of the country.*

Sections.	Schools reporting.	Schools offering 1 or more studies of modern type.	Per cent.
Middle Atlantic States.....	1, 118	895	80
West North Central States.....	1, 398	1, 099	79
Mountain States.....	309	236	76
Pacific States.....	467	341	73
East North Central States.....	1, 849	1, 293	70
New England States.....	396	270	68
South Atlantic States.....	452	287	63
East South Central States.....	271	163	60
West South Central States.....	364	217	60

The graph on the opposite page shows the relative standing of the various States, in respect to the proportion of schools reporting, which offer one or more studies of the modern type.

States.	Per cent.	
District of Columbia.....	100	
Wyoming.....	100	
North Dakota.....	99	
New Jersey.....	94	
Idaho.....	92	
Utah.....	92	
Wisconsin.....	91	
Minnesota.....	88	
California.....	86	
West Virginia.....	86	
Pennsylvania.....	86	
South Dakota.....	85	
Iowa.....	83	
Ohio.....	82	
Alabama.....	82	
Montana.....	81	
Arizona.....	81	
Missouri.....	79	
Massachusetts.....	78	
Vermont.....	73	
Washington.....	72	
New York.....	71	
North Carolina.....	70	
Arkansas.....	70	
Rhode Island.....	69	
New Hampshire.....	68	
Texas.....	68	
Kansas.....	68	
Nevada.....	67	
Maryland.....	66	
Illinois.....	65	
Connecticut.....	64	
Virginia.....	63	
Colorado.....	62	
Georgia.....	61	
Oklahoma.....	61	
Mississippi.....	60	
Delaware.....	60	
Nebraska.....	59	
Michigan.....	59	
Florida.....	58	
New Mexico.....	54	
Indiana.....	54	
Maine.....	53	
Oregon.....	52	
Tennessee.....	52	
Kentucky.....	49	
Louisiana.....	38	
South Carolina.....	13	

Proportion of schools offering one or more social studies.

It has been suggested that the introduction of courses dealing with modern social and economic problems, particularly with questions of income, wages, strikes, and similar subjects, would be dangerous and cause considerable criticism. The replies indicate that this is not the case.

In response to the question, "Have you received any suggestive criticisms of any of these courses from parents or others outside the school?" only 527 out of the 6,624 replying answered "yes," and of this number the majority (346) indicate favorable criticism. There were, in all, only 182 adverse criticisms, and a large proportion of these (69) dealt with technical aspects of the course. For instance, one critic believed more time should be given to marketing problems; another that the use of statistics in sociology was a waste of time; one said that economics dealt too much with problems of the city in comparison to rural problems; and another that the daily papers do not provide reliable material for reference work.

There are, it will be observed, surprisingly few adverse criticisms directed at the policy of teaching the social subjects. The greatest number come from Missouri, with a total of 17, where the theory of evolution is criticized from 10 different sources. Pennsylvania citizens come next with 8 adverse criticisms, then Iowa with 8, Wisconsin with 7, and Virginia with 7.

The criticisms referring to objectionable subject matter have been grouped under the following heads:

<i>Character of criticisms.</i>	<i>Num- ber.</i>
Objection to theory of evolution.....	19
Parents object to sex problems being discussed in sociology.....	15
Parents consider social studies too "advanced".....	14
Do not believe in "current events" in school.....	8
Parents consider courses used illegitimately for propaganda.....	8
Socialists say teaching unfair.....	8
Course impracticable.....	7
Parents confuse sociology and socialism.....	5
General criticism of reference material.....	4
Subject not useful in later life.....	4
Too many frills and fads.....	3
Economics too theoretical.....	3
"Children should be kept in school" (presumably should not visit political and social institutions).....	3
Criticism of sociology text.....	2
Leads children away from the farm.....	2
"Makes girls politicians".....	1
Parents ask students to drop course (reason not given).....	1
Not required by the State, so deemed unnecessary.....	1
Author of text a socialist.....	1
Health work in course criticized.....	1
Manufacturers object to data regarding costs of materials revealed in text.....	1
Objection to discussion of religious freedom.....	1

II. CIVICS.

Of the 6,624 high schools reporting, 5,797, or 88 per cent, offer one or more courses in civics. In response to the two questions, "Does the course deal almost entirely with the machinery of government?" (Yes or No); "Does it deal with modern social and economic problems?" (Yes or No), 3,815 schools indicate that they teach the modern type of course.

An examination of the textbooks which these various schools report using furnishes a check on the above replies. Of all the texts mentioned, seven, particularly, appear to give fairly adequate attention to modern social and economic problems. The number of schools using such texts was 3,468; and 2,220 schools used texts which appear to place unnecessary emphasis upon the machinery of government to the exclusion of the somewhat more important subject matter emphasized in the better texts. Thus approximately 60 per cent of the schools reporting use the modern type of text.

In the 5,797 schools which report the teaching of civics there are 6,610 different courses taught. In other words, a few schools offer more than one course, doubtless one elementary and one advanced. Of these 6,610 courses, 5,628 are required.

In what grades is civics taught in most instances? The figures for the seventh and eighth grades are incomplete, inasmuch as only those seventh and eighth grades are included which are under the control of junior high schools. Of the total number of courses taught by schools reporting, 359 are in the seventh and eighth grades, 2,359 in the ninth and tenth grades, and 3,872 in the eleventh and twelfth grades. In the two early years the courses are required in 90 per cent of cases and in the last two years in 83 per cent.

An idea of the relative positions of the various States, so far as the teaching of civics is concerned, may be gained by comparing the ratios of enrollments in civics classes in each State to total enrollments. Table 4 gives these ratios. It will be seen that New Jersey appears to place more emphasis on the teaching of civics than any other State. The State department of education of New Jersey has devoted considerable attention to the development of this subject. Among the States there is a wide range of variation.

TABLE 4.—*Relation of enrollments in civics classes, 1921-22, to total enrollments of schools reporting, by States.*

State.	Total enrollment.	Enrollment in civics classes.	Per cent.	State.	Total enrollment.	Enrollment in civics classes.	Per cent.
New Jersey.....	25,940	13,293	51	Minnesota.....	35,781	7,498	21
New York.....	125,794	45,928	37	Delaware.....	3,330	694	21
Utah.....	7,369	2,649	36	Nebraska.....	16,431	3,347	20
Pennsylvania.....	98,877	35,229	36	Illinois.....	84,892	17,124	20
North Carolina.....	8,581	3,123	36	California.....	80,105	16,084	20
Wisconsin.....	41,208	14,619	35	Connecticut.....	21,261	4,250	20
Iowa.....	45,206	14,388	32	Louisiana.....	5,457	1,089	20
Mississippi.....	5,613	1,713	31	Tennessee.....	10,098	2,011	20
South Dakota.....	7,969	2,210	28	Montana.....	9,959	1,981	20
Alabama.....	12,094	3,254	27	Kentucky.....	7,182	1,387	19
Vermont.....	4,242	1,158	27	West Virginia.....	9,603	1,844	19
Massachusetts.....	59,737	15,452	26	Oklahoma.....	16,990	3,181	19
New Hampshire.....	5,541	1,417	26	Indiana.....	47,608	8,693	18
Georgia.....	10,608	2,668	25	Florida.....	4,793	862	18
Missouri.....	34,683	8,597	25	Arizona.....	5,037	902	18
Oregon.....	11,524	2,822	24	Nevada.....	1,345	229	17
Wyoming.....	2,303	552	24	New Mexico.....	2,348	386	16
Maine.....	11,995	2,853	24	Kansas.....	32,832	5,371	16
Arkansas.....	7,788	1,762	23	Washington.....	27,368	4,184	15
Ohio.....	83,989	18,821	22	Texas.....	32,483	4,613	14
North Dakota.....	8,258	1,831	22	Maryland.....	12,857	1,743	14
Michigan.....	41,938	9,187	22	South Carolina.....	4,316	564	13
Idaho.....	6,779	1,464	22	Rhode Island.....	5,496	503	9
Colorado.....	17,254	3,692	21	District of Columbia....	4,318	253	6
Virginia.....	15,878	3,395	21				

It was found that magazines are used extensively for supplemental reading in civics classes. Supplemental reading, as well as textbook study, influences the thinking of students; the civics class may be the means of introducing the student to a magazine which he will read systematically in later years. Seventy-seven different publications were reported. One magazine was used by 3,930 schools, another by 1,200 schools, 3 other magazines by over 1,000 schools, and 11 other publications by over 100 schools each.

It is interesting to note from the table (omitted in this brief report) that commercial magazines are reported only five times, that technical journals in the field of political science are mentioned only 13 times, and that various official documents issued by city, State, and Federal Governments are used by 450 schools. The latter include the Congressional Record, United States Government reports, and similar documents.

To what extent are the high schools of the country using in connection with civic classes the more liberal and critical journals? Assuming that four certain magazines reported may be classified under this head, the reports show that they are used, by the 6,600 schools reporting, a total of only 236 times.

Observations and investigations, conducted by students under the direction of teachers, have done a great deal apparently to make civics popular. In 1,646 schools there are reported one or more kinds of observations and investigations, evidently made outside

of the school building. This does not include activities reported as "observations and investigation," but which apparently were carried on inside the classroom with the aid of printed reports.

The following shows the kinds of activities carried on outside the classroom:

Visits to political institutions, such as courts, city councils, legislatures, post offices, and State capitols.....	1,585
Visits to hospitals and to penal and eleemosynary institutions.....	117
Visits to banks, factories, stock exchange, markets, and other industrial and commercial institutions.....	427
Visits to charitable institutions, slums, etc., and observation of milk distribution and similar civic activities.....	924
Participation in civic activities, such as planting trees, protecting parks, assisting in community-service work, and cooperating in making surveys....	33

The head of the history department in the Berkeley (Calif.) High School, who has charge of the work in civics, writes:

Often the city council, city and county courts, and local board of education are visited. When the State legislature is in session our classes visit it and spend a day there. Classes have studied our city very carefully and have worked out plans and drawings to show an improved parking system and the ideal civic center. The day nursery is visited; the provisions for larger playgrounds are studied also.

The civics class in the Wabash (Ind.) High School reports the following activities:

- (1) A mock national convention, with as many details observed as practicable.
- (2) A mock session of the United States Senate, each pupil assuming the name of a Senator, with a debate on the immigration question.
- (3) A committee was sent to the courthouse to observe the proceedings of the county council, and a report was presented at the civics class the following day.
- (4) A committee was sent to the city council and a similar report was made afterwards.
- (5) A committee was sent to a milk station to investigate the observance of sanitary laws and general cleanliness.
- (6) Individuals visited gas, water, and electric-light plants.
- (7) Addresses were made to students by men attending the national political conventions in Chicago and San Francisco.

The Wadleigh High School, of New York City, reports:

In connection with community civics the pupils are organized as block captains under the direction of the Merchants' Association of New York City. The function of the block captains is (1) to encourage the observance of the city ordinances in respect to waste in their own homes; (2) to inspect conditions of pavements, sidewalks, and waste in their own block; (3) and to report them to the merchants' association, which works directly with the city department concerned in any particular violation.

Wadleigh High School has organized a civics club, which works in connection with the Woman's Municipal League of this city.

A group of girls, for the most part from the membership of the civics club, meets with similar groups from the Washington Irving and Julia Richman High Schools at the Woman's Municipal League as a junior auxiliary. These girls have visited the board of aldermen, the municipal term court, Randalls Island, Blackwells Island,

etc. Once a month they meet at the league to discuss topics of interest and conduct such business as comes up. This work they enjoy exceedingly.

The girls later report to the civics club and to their respective classes the activities in which they are engaged, so that the entire department derives benefit from their experience.

The superintendent of the Greybull (Wyo.) High School writes:

Visits are made to all points of interest; Indian carvings on rocks are studied; old settlers are questioned regarding early conditions; Captain Bonneville's adventures are read; photographs of the public buildings, industrial plants, overhead bridges, parks, paved streets, oil wells and fields are secured, pasted in notebooks, and descriptions written about them. City council and police court are visited. Class is organized into parliamentary body, constitutions are drawn up and put into practice by high-school council, a student organization.

From the Paso Robles (Calif.) Junior Union High School comes the following report:

The senior boys and girls are making an industrial and occupational survey of this city to determine for the chief lines of occupation what opportunity for gain and advancement they offer young people, what numbers they can offer occupation, what preparation is demanded, what the school contributes to this preparation, and what more the business men think the school could do than it is doing.

In this survey we have been promised the assistance of the business men and of the chamber of commerce.

The Bay Ridge High School, of Brooklyn, N. Y., offers a course in community civics in the ninth grade in which 1,088 students were enrolled for 1921-22. Students were asked to inspect a tenement and see to what extent the building laws are observed, to visit a park and report on the recreational facilities furnished, to obtain prices of food and clothing, also rent and other family expenses, for the purpose of compiling a budget. They interviewed women successful in various occupations (this is a girls' high school) for the purpose of gaining information regarding those vocations. Students were delegated to attend meetings of the board of aldermen and to visit industrial establishments.

III. ECONOMICS.

Of the 6,624 high schools reporting, 2,707, or 41 per cent, offer courses in economics. In response to the questions, "Does the course deal almost entirely with economic theory?" (Yes or no); "Does it deal with modern social and economic problems?" (Yes or no); 1,919 schools indicate that economics of the modern type is presented.

An examination of textbooks, used for economics, furnishes additional evidence that a majority of schools are teaching courses which deal with the more practicable aspects of the subject. Of the various texts reported, 8 appear to deal largely with modern economic and social problems; 1,543 schools used such texts. There were only 4

texts used for economic classes which seem to deal chiefly with economic theory; 1,117 schools used these. Thus it will be observed that about 58 per cent use the modern type of text.

It may not be generally supposed that economics is a required subject in many high schools. Reports show, however, that of the 3,129 courses offered in 2,707 schools, 1,199 are required.

In what grades are these 3,129 courses taught? The seventh and eighth grades are not, as before stated, adequately represented, inasmuch as information was not obtained regarding such grades except where they are included in junior high schools. Fourteen courses in elementary economics, however, are offered in the junior high schools reporting—170 courses in the ninth and tenth grades; 2,924 courses in the two upper grades; and 21 courses for which the grade was not reported.

Eight of the 14 courses in the seventh and eighth grades are required, and slightly less than one-third of those offered in the upper grades.

It may be interesting to compare the standing of the various States on the basis of the attention which they give to the teaching of economics in the high school. Table 5 shows the ratio of the total enrollment of the schools reporting to the number of students enrolled in the economic classes of those schools.

TABLE 5.—*Relation of enrollments in economics classes, in 1921-22, to total enrollments of schools reporting, by States.*

States.	Total enrollments.	Enrollments in economics classes.	Per cent.	States.	Total enrollments.	Enrollments in economics classes.	Per cent.
North Dakota.....	8,258	1,649	20	Virginia.....	15,878	852	5
Iowa.....	45,206	6,928	15	California.....	80,105	4,065	5
Arizona.....	5,037	562	11	New York.....	125,794	6,008	5
Mississippi.....	5,613	518	9	Michigan.....	41,938	1,936	5
Minnesota.....	35,781	3,281	9	Maryland.....	12,857	581	5
New Hampshire.....	5,541	487	9	Massachusetts.....	59,737	2,672	4
Idaho.....	6,779	584	9	Oregon.....	11,524	510	4
Wisconsin.....	41,208	3,521	9	Nevada.....	1,345	58	4
Montana.....	9,959	785	8	Kentucky.....	7,182	307	4
South Dakota.....	7,969	616	8	Texas.....	32,483	1,381	4
Ohio.....	83,989	6,416	8	Nebraska.....	16,431	677	4
West Virginia.....	9,603	719	7	Colorado.....	17,254	666	4
Alabama.....	12,094	884	7	New Mexico.....	2,348	89	4
Wyoming.....	2,303	166	7	Maine.....	11,995	431	4
Utah.....	7,369	527	7	Georgia.....	10,608	363	3
Kansas.....	32,832	2,337	7	Tennessee.....	10,098	332	3
Arkansas.....	7,788	530	7	Louisiana.....	5,457	174	3
Oklahoma.....	16,990	1,152	7	Indiana.....	47,608	1,338	3
Illinois.....	84,892	5,658	7	Rhode Island.....	5,496	145	3
Vermont.....	4,242	274	6	Connecticut.....	21,261	550	3
Washington.....	27,368	1,697	6	North Carolina.....	8,581	133	2
Missouri.....	34,683	2,135	6	Florida.....	4,793	68	1
Pennsylvania.....	98,877	5,831	6	Delaware.....	3,330	25	1
District of Columbia.....	4,318	253	6	South Carolina.....	4,316	0	0
New Jersey.....	25,940	1,424	5				

Magazines appear to be used almost as generally by economics classes as by civics students. Sixteen publications were named by 40 or more schools, the most popular of which was used in 1,363 high schools.

In addition various commercial publications are reported 210 times. The technical journals in the field of economics are mentioned 46 times, and Government and State publications by 141 schools. Three of the more liberal and critical journals appear to be used in economics classes. They are named 299 times.

Observations and investigations outside the classroom are also carried on in connection with the study of economics, 675 schools reporting such activities, as follows:

Visits to banks, factories, stock exchanges, markets, and other industrial and commercial institutions.....	912
Visits to charitable institutions, slums, etc., and observation of milk distribution and similar civic activities.....	209
Visits to hospitals and to penal and eleemosynary institutions.....	22
Visits to political institutions, such as courts, city councils, legislatures, post offices, State capitols.....	17
Participation in civic work.....	1

A teacher of the South Haven (Mich.) High School sends the following list of subjects upon which various members of her class in economics have made reports: Progress of social insurance; the labor problem on the farm; stages in the development of transportation in the United States; mail-order houses; income tax; attitude toward protective tariff; is socialism practical; steps in obtaining patents and copyrights; the problem of consolidated schools; plans for solution of the immigration problem; agriculture as a business; growth of industries; economic progress; wages and industrial efficiency; and the effect of modern improvements on economic rent of farm lands.

"I feel that much greater stress," this teacher writes, "should be placed on the study of economics than heretofore. These social sciences—economics, sociology, and civics—deal with problems and conditions which affect every citizen, and I should place them second to none."

In a California high school a careful study of the wage scale of various labor unions has been made by a group of students; the immigration station at San Francisco has been visited; students have made visits to banks to collect data for classroom work; and a study of milk distribution has been made. From money contributed by students eight different periodicals are received and are given a special place in the high-school library.

According to a report from the Wadleigh High School of New York City, "the students have organized a club, called the 'Wadeco' or

Wadleigh Economics Club, which meets regularly and has as its guest some speaker of prominence and importance in the economic world. The club also arranges trips to places of interest. It also stimulates interest in the study of economics by regularly awarding prizes to the students who write the best essays on a selected collateral subject. The club was organized in response to a popular demand by the students who were completing their course in economics and desired to continue their interest in the subject. The club is governed by the students themselves."

Various teachers have requested expressions of opinion from their students regarding the practical value of economics. The statements of students reveal a discriminating consideration of various questions asked and a fair degree of frankness. In an examination the following question was asked: "Justify the presence of the subject of economics as a one-half year subject in our curriculum; or, if you prefer, tell why it should not be there." Two or three of the most interesting answers follow:

"I certainly will use the knowledge which I got in economics more than I ever will the knowledge which I acquired in geometry. I think the boys are more interested in economics than the girls are. I think they need this kind of a subject more, not saying that girls don't need it. I don't see why it isn't a whole-year subject, because I think much more could be learned in this line."

"Economics, I think, is justifiable because we are learning what is going on at the present age. If anything is to be taught, I think that it should be what is going on in one's own life. I think that one year would be just the thing, because one could take his time and get more out of it."

"I think economics should be a year subject. We have gone over it in a hurry, not taking up things in detail as much as we should have done."

"A half year of economics helps the pupil to get acquainted with the business point of view; it also helps a student to become a better citizen. We learn the importance of social sciences, such as economics, history, ethics, law, and sociology. Economics helps you to do things to better society instead of making it worse."

In another high school this question was asked: "How does economics rank in value with other subjects that you have studied in high school?"

The following are a few of the answers:

"I think economics ranks among other subjects that I have studied in high school as one of the first. I have learned a great many things in my economics course that I think I never would have learned otherwise. They are such things as are essential to understand our everyday life, both socially and politically."

"The place given to economics would depend on the career one intended to follow. As my ambition is along the lines of business administration, efficiency expert, etc., I give economics first place in the list of high-school subjects which I have taken. As compared to other subjects its value to me was about the same as the required subjects."

"Economics is the best subject for the average high-school pupil there is. It is very far from being 'dry' and it has all the practical problems that come up every day and their solution. I will rank it first. We should think of our country and com-

munity first before ourselves, and that's why I say economics first. Also it should be a required subject."

Excerpts from other statements follow:

"Next to geometry I think economics makes you think, but in a more practical way."

"It stresses facts which you always knew but did not attempt to analyze."

"Economics ranks first because it informs us of the laws which regulate human activities."

"Economics ranks about third in value compared with other studies. English is the most important, history second, and economics third."

"This study is eminently practical and will certainly be of more value to the average student than French, Spanish, Latin, or almost any other study."

IV. SOCIOLOGY.

Sociology is offered in 1,666 schools—over one-quarter of the 6,624 schools reporting. In no instance is there more than one course in sociology offered in a single high school.

The subject is required in 611 instances.

In only three junior high schools is sociology taught, and it is found in the ninth and tenth grades only 79 times. In 1,564 schools it is taught in the two upper grades.

All States, except South Carolina, North Carolina, New Mexico, Mississippi, and the District of Columbia, have high schools in which sociology is taught. The relative position of the various States in regard to the teaching of this subject is shown in Table 6.

TABLE 6.—*Relation of enrollments in sociology classes, in 1921-22, to total enrollments of schools reporting, by States.*

States.	Total enrollments.	Enrollments in sociology classes.	Per cent.	States.	Total enrollments.	Enrollments in sociology classes.	Per cent.
North Dakota.....	8,258	1,473	18	Rhode Island.....	5,496	87	2
Missouri.....	34,683	3,151	9	Connecticut.....	21,261	328	2
Idaho.....	6,779	612	9	Nebraska.....	16,431	225	1
Minnesota.....	35,781	3,086	9	Washington.....	27,368	373	1
Alabama.....	12,094	939	8	Kentucky.....	7,182	82	1
Utah.....	7,369	553	8	Colorado.....	17,254	177	1
West Virginia.....	9,603	696	7	Nevada.....	1,345	13	1
Montana.....	9,959	689	7	Michigan.....	41,938	404	1
South Dakota.....	7,969	520	7	Indiana.....	47,608	296	1
Iowa.....	45,206	2,635	6	Florida.....	4,793	29	1
Ohio.....	83,989	4,556	5	Louisiana.....	5,457	31	1
Wisconsin.....	41,208	2,220	5	Massachusetts.....	59,737	326	1
Virginia.....	15,878	830	5	Georgia.....	10,608	50	.5
Pennsylvania.....	98,877	4,725	5	Tennessee.....	10,098	47	.5
Maryland.....	12,857	609	5	Maine.....	11,995	47	.5
New Jersey.....	25,940	1,154	4	Texas.....	32,483	107	.5
Oklahoma.....	16,960	706	4	Delaware.....	3,330	8	.5
Wyoming.....	2,303	91	4	New York.....	125,794	85	.5
Kansas.....	32,832	1,105	3	Mississippi.....	5,613	0	0
California.....	80,105	2,253	3	New Hampshire.....	5,541	0	0
Oregon.....	11,524	241	2	New Mexico.....	2,348	0	0
Vermont.....	4,242	84	2	North Carolina.....	8,581	0	0
Arizona.....	5,037	99	2	South Carolina.....	4,316	0	0
Illinois.....	84,892	1,668	2	District of Columbia.....	4,318	0	0
Arkansas.....	7,778	131	2				

No division of courses according to subject matter taught and textbook used is necessary, of course, in a consideration of the relative value of various courses. In all instances the course deals with modern economic and social problems.

In sociology, outside observations and investigation are also conducted, 421 schools having reported such activities, as follows:

Visits to charitable institutions, slums, etc., and observation of milk distribution and similar civic activities.....	601
Visits to banks, factories, stock exchange, markets, and other industrial and commercial institutions.....	104
Visits to hospitals and to penal and eleemosynary institutions.....	64
Visits to political institutions, such as courts, city councils, legislatures, post offices, and State capitols.....	45

The West Monongah (W. Va.) High School had a class in sociology which visited the West Virginia State Penitentiary. Oral and written reports were made by the students. A similar visit was made to the State hospital for the insane, and, at the time of the report, trips were contemplated to the county jail, to the city jail, and a miners' hospital.

The University High School of Oakland, Calif., conducts for its sociology classes excursions to factories, the State school for the deaf and blind, to Americanization classes, public-health centers, and the immigration station. The report continues:

Practical experience in welfare work is given through organizing the school for aid in the unemployment crisis, the social-problems class serving as central committee, and through taking part in the activities of the Social Service Club of the school. A survey of recreational opportunities of the neighborhood has been made. The specific projects vary from semester to semester. Conferences and meetings of social workers are attended and speakers are invited to the classes.

The Esparto (Calif.) Union High School has a course in rural sociology, in which the following "projects" have been utilized:

- (1) Organization of a \$1,500 farmers' cooperative telephone line in the Capay Valley.
- (2) The staging of the first community Christmas program in Esparto.
- (3) Publicity campaign for the bond issue for a new high school.
- (4) The purchasing, organization, editing, and publishing of the Western Yolo County community newspaper.

"It is needless to say that this class does not do all of the work necessary to put over these projects," the report says. "However, the class has realized the needs of these things, has worked up the sentiment for them, and has organized the necessary force to put the job over in the case where it has been possible to complete the jobs to date. Several of the projects are still being worked upon."

In addition to the class projects, each student must undertake some individual project in the community.

The report gives the following individual projects, each of which apparently has been chosen by one or more students:

1. The grading, leveling, and graveling of 3 miles of county road, which has been overlooked by the supervisors.
2. The consolidation of two rural school districts.
3. The beautification of the community churchyard.
4. The organization of recreation for grammar-school children in the upper Capay Valley.
5. The installation of a windmill, water tank, and modern toilets in an elementary school.
6. All the rest of the class has chosen to beautify the grounds and organize the playing facilities of their rural-school district.
7. The organization of a rural dramatic club.

Several teachers have submitted statements from students on the value of sociology. A student of the Hazleton (Pa.) High School writes:

Present-day problems can only be understood through a knowledge of the past history of society, for the past has left indelible imprints upon our modern social life. * * * Armed with our knowledge, we can offer effective and practicable remedies for social evils and abuses through scientific investigation and observation. * * * We can no longer suffer personal desires to stand in the way of social betterment. Only through careful study of human needs and the evils arising from misdirected gratification of human wants can the individual serve society's truest interests, forget his own self-desires, and be of aid to his country by raising, rather than lowering, the standard of civilization.

The principal of the Dalton (Mass.) High School writes that 75 per cent of the members of his class in sociology consider the subject to be more valuable to them than other subjects in the curriculum. He considers that with sociology, economics, and civics, combined with geography and history and instruction in English and elementary mathematics, "we may obtain an approach to the ideal curriculum for purely educational purposes as distinguished from purposes of training."

The sociology class of this high school "worked out" the objectives of education in this order: (a) To obtain a broad outlook, (b) to learn to do one thing well, (c) to learn to serve mankind.

The head of the history department of the East Technical High School of Cleveland, Ohio, reports that for his class in social problems several speakers are called in each year. "This year," he states, "the following topics have been discussed: The humane society, coal strike, feeble-minded, the blind, single tax, and proportional representation." He continues:

Reports are made by students who have visited the school for the deaf, the hospital for the insane, the city prison farm, county jail, city jail, etc. Trips were taken to the police court, city council, and other places. Reports were made orally on many topics taken from Government bulletins, annual reports of various institutions, newspaper articles, magazines, etc. Conservation seemed to be the most popular one with many of the pupils.

In this school social problems (sociology), economics, and current history are studied. Various classes were asked to submit anonymously their opinions regarding the relative value of economics, sociology, and civics. Many of these students place sociology "third only to English and mathematics," and now and then one puts social problems first. Two of the many comments follow:

"Social problems * * * did more for me than mathematics or any other subject could. It brought me face to face with the outside world and conditions of men. What should we live for if not to help our fellow neighbors who may be weaker than ourselves? It molds into a man a moral that he could not otherwise get unless very broad-minded. And, after all, the morals are the things that make good men."

"I think by studying social problems, civics, and history we reap more benefit from them after having left school than we do from such subjects as advanced mathematics, languages, etc. They develop our sense of justice, help us to become better citizens, and make us want to help conditions in this country. After having studied chapters on crime, the blind, the deaf, on immigration, etc., we come more to realize our duty to society."¹

V. MISCELLANEOUS COURSES.

In addition to the various courses in civics, economics, and sociology reported, there were 104 miscellaneous courses. The names of these courses, with the number of schools offering each course, follow: Problems of democracy, 46; social science, 17; general social science, 12; social psychology, 7; rural sociology, 5; social ethics, 3; modern problems, 2; ethics of citizenship, 2.

Although only five courses are reported under the heading of "rural sociology," there is evidence that an additional number of courses in this subject were reported under the general head of sociology.

Of the 104 courses, 67 were required.

Six of these courses were offered in the seventh and eighth grades of the junior high school, 21 in the ninth and tenth grades, and 72 in the last two years.

The character of the textbooks, used in connection with some of these miscellaneous courses, suggests that they might properly have been listed as sociology, civics, or economics. On the other hand, it is possible that less reliance was placed upon a single textbook, and that an effort was made to deal in a single course with various kinds of problems, sociological, economic, and political, using several sources of information instead of a single text. Thus, 104 schools reporting these miscellaneous courses use 262 texts.

It is possible, also, that dissatisfaction with available texts is indicated by this situation. There is obvious lack of textbooks offering an integrated course covering subject matter in the fields of economics, sociology, and political science. It may be that if an

¹ H. H. Moore: "A High School Course in Sociology." *Educational Review*, LXVII (March, 1919, 181-93.

introductory text to the general field of social science were available, it would be widely used.

In the Joliet Township (Ill.) High School there is a social science course for freshmen which is primarily a course in vocational guidance. The boys and girls are segregated, the boys using one book and the girls another. This course is offered twice a week.

The Wadleigh High School, of New York City, planned to offer a course in elementary law for the first time during the last semester of 1921-22. The report states:

The object of the course is to explain the social rights and obligations of modern life; to explain the methods and machinery for the administration of justice and the suppression of crime; to inculcate respect for the law and the officers of the courts upon whom falls the burden of interpretation and enforcement of the law; and, also, to provide the students with some practical legal knowledge which might enable them better to fulfill their obligations and protect their rights both in business and in social contact.

VI. "CURRENT EVENTS."

In answer to the question, "Do you provide time for 'current events'?" 5,712 high schools—86 per cent of the total—replied "yes." Apparently "current events" is becoming increasingly popular. For the year 1918-19, only 70 per cent reported provision for this subject.

"Current events" is offered in connection with history more frequently than in connection with any other subject. The various subjects and the number of schools which provide for "current events" in connection with each are as follows: History, 2,708; English, 1,374; civics, 1,051; group assembly work, 139; economics, 69; sociology, 28; literary society, 25.

The discussion of "current events" has been criticized because it encourages the superficial consideration of various questions, the intelligent discussion of which requires a thorough acquaintance with the facts. As the American Sociological Society suggests, "The mere forensic exchange of ignorant opinion should be deprecated in favor of the acquisition of copious and accurate knowledge."

It is therefore both important and interesting to observe, if possible, to what extent students in high schools which provide for discussions of current events are satisfied with arguments based on superficial reports. Two questions were asked: "In general do the students go to authoritative sources for facts and other reliable data?" (Yes or No). "Do they content themselves largely with the exchange of opinion gleaned from newspapers and conversations with persons not well informed?" (Yes or No.) In reports from 3,021 schools (53 per cent of those offering "current events"), it is claimed that the students do go to authoritative sources and that they do not content themselves with the exchange of ignorant

opinion. There were 717 schools which answered "yes" to both questions; that is to say, the students go to authoritative sources for reliable data, but they also indulge largely in the exchange of opinion. In the case of 1,124 schools, no claim is made to the use of authoritative sources for facts and other data; the students in discussing "current events" deal with data gleaned from newspapers and conversations with persons not well informed.

A classification and study of the various subjects discussed in classes of "current events" indicates that one important achievement can be credited to these classes. They appear to have developed the interest of students in world-wide affairs. Various questions in the field of international politics are mentioned 4,095 times as subjects for discussion in "current events" classes. On the other hand, problems of domestic politics are mentioned only 1,341 times. A complete table of subjects discussed follows:

International politics:		Economics—Continued.	
Allied debt.....	33	Conservation and reclamation.....	43
German indemnity.....	52	Soldiers' bonus.....	51
France.....	23		
European problems.....	110	Total.....	1,896
Arms Conference.....	1,926		
Far Eastern problems.....	290	Social problems:	
International relations.....	901	Prohibition.....	98
Irish situation.....	616	Race questions.....	123
Russia.....	91	Crime.....	46
Geographic results of the war.....	25	Public health.....	20
British Colonies.....	22	Immigration.....	143
Mexican situation.....	6	Americanization.....	31
		Social welfare.....	70
Total.....	4,095	Social problems.....	231
		Total.....	762
Domestic politics:		Local affairs:	
Domestic politics (general).....	657	Local improvement.....	51
Debs case.....	16	Public utilities.....	6
Legislative activities.....	654		
Suffrage.....	4	Total.....	57
Socialism.....	10		
Total.....	1,341	Science and arts, biography, and education:	
		Mechanical inventions.....	211
Economics:		Scientific discoveries.....	274
Agriculture.....	98	Prominent people.....	106
Commerce.....	18	Education.....	85
Strikes, capital, and labor.....	585	Literature and art.....	104
Transportation.....	179		
Tariff.....	65	Total.....	781
Taxation.....	134		
Cost of living.....	58	Miscellaneous.....	
Economic industrial conditions.....	665		172

VII. CONCLUSION.

Although of the 13,000 high schools to which the questionnaire was sent only 6,624 reported, and although these may be the schools somewhat more interested in the teaching of citizenship than those not replying, it is also true that the replies come from both city and rural schools and from schools in all sections of the country. They are probably fairly representative of the attitude of high schools generally. It is evident from this investigation that the social studies are rapidly growing in popularity and that, to a somewhat surprising extent, their development is not bringing forth the adverse criticism that some cautious persons appear to have expected.

Apparently the teachers have been fair, they have used common sense, and they have not sought to stir up opposition. The social sciences have come to stay and they are heartily supported by many superintendents and principals.

The superintendent of the Dawson (Minn.) public schools writes that it would—

take many pages for me to give my view on the social sciences in the high school as compared with other subjects. I would place sociology before English and before any other subject. Principles count more than form (English), and if I had my way I would cut our four years of English to two or three and give the time saved to sociology and economics. "Current events" are valuable, but they are a means only. They are the stepping stones by which we climb to principles. We must have them, but unless analyzed and valued and classified, one does not get their full significance. I oppose a separate subject called "current events."

This superintendent reports that in a set of statements received from students some years ago, a large majority indicated a preference for sociology over economics. He states that by personal inquiry he has found that students invariably say that all should study sociology.

The superintendent of the Brock Consolidated School (Nebr.) writes:

Our school ought to fit students to become active, intelligent citizens. If we do not do this, it seems to me that the boys and girls are at a very decided disadvantage. Too often school has been a place to get information purely of the cultural brand. That is well, but a practical knowledge of our Government, fundamental economic principles, and social knowledge is becoming more and more essential the more complicated our society becomes.

The principal of the West Technical High School, of Cleveland, Ohio, states:

These subjects are particularly essential in our curriculum at this time, because so little attention has been given in school to the real study of the everyday problems of life. * * * The child is living now a real life, and in order that he may live more completely it is essential that he include the problems concerned with his own immediate community more particularly than those of ancient times.

Virtually every political problem with which city councilman, mayor, State legislator, governor, Representative, Senator, and President now have to deal is not only political, but sociological and economic in its nature. These problems can not be considered intelligently without a knowledge of the social sciences. Leaders of industry, also, can not deal adequately with the many perplexing problems constantly arising in business without greater intelligence in these fields. Furthermore, social and economic issues are being settled to an increasing extent by public opinion; and there can be no intelligent public opinion and no just settlements of such issues unless a larger proportion of the people acquire at least an elementary knowledge of the social sciences. Those who are to control the political, social, and industrial situation, and those who are to de-

termine public opinion in the future may or may not now be found in the colleges; not a large proportion reach our institutions of higher learning. They may almost certainly be found, however, in the high schools. Here are the future mayors, legislators, governors, Congressmen, and Presidents; here are those who will control public opinion. These young folks in the secondary schools have the intellectual capacity and the altruism which are essential to the development of the kind of citizenship which the present situation demands. In an increasing number of high schools our young people are becoming interested in the vital and fundamental problems of society. In the rising generation lies the hope of the future, but that hope will not be realized without the specific scientific training here described that only the high schools can provide. The continued development of the social studies in the high schools of the United States appears essential.





